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Society to Encourage Studies at Home.

41 Marlborough Street, Boston, Mass.

of the term (or, if entering late, the same for the remainder of the term), to meet expenses of office, printing, postage, etc.

Fees must be sent by P. O. Money Order, Registered Letter, or Check, or the risk is with the sender. No fees returned. One fee suffices for any number of courses; but students are not allowed to take more than one subject in the beginning. Clubs join by one member, who alone pays the fee.

3. Members will be expected to devote a regular amount of time each day, or each week, to their work; but no definite task is prescribed.

4. The term for correspondence will be from October 1 to June 1.

5. A lady wishing to join the Society as a student can procure a copy of this circular from the Secretary. All applications to be made in writing, by mail. When she has selected the branch and section she wishes to pursue she will inform the Secretary of her choice, pay her fee, and receive whatever directions are necessary for entering on the course she has selected. She will then be informed to whom she is expected to report her progress monthly.

LIBRARY.

We have a Lending Library, for the use of our students, containing now between 17 and 18 hundred volumes, while new books are constantly added. Many of them are expensive and not apt to be found in small libraries. We have many duplicate copies of the works most in use. The dues are one-half cent a day, and postage returning; therefore a student having one volume in her hands throughout the term of 8 months would pay us about $1.20, and the postage, which would depend on the number of times she changed her book, and how much each one weighed, would probably cost her 80 or 90 cents.

Students can have books purchased for them at a reduced rate by applying to their assigned correspondents.

Those who enter with us for a third (or subsequent) term can become "Reading Members," drawing books from the library on one subject besides that which they study during the term, paying the same dues.

Those who are unable to continue as students can, if they have studied one subject with us for at least two years, draw books on all our subjects, paying the usual dues and one dollar a year. For these two classes of Reading Members special lists will be furnished.

FIRST COURSE.

HISTORY.

This course is divided into five sections; besides which special courses in English and French History and in Contemporary History will be provided on application.

Many volumes of the best standard works — historical, biographical; of the literature of successive periods; and of historic fiction — are used, and whatever of value appears from the press is constantly added.

The whole subject is treated by topics chronologically, and the method is that of research in various works, rather than adherence to a single text-book.

Each student is treated individually, according to her ability and needs, elementary or advanced reading being assigned as the case demands, and even a varied order of topics being sometimes arranged. We desire always to avoid superficial methods, and prefer a little work done well, to long lists of books read but not digested. Monthly examinations are therefore required, and students are urged to write from time to time some abstract of what they have learned, in which case style and composition are carefully corrected by the correspondent.

In a society which reaches so many classes and aims to satisfy

such various needs, a fixed standard to be attained by all is not possible. Each student is supposed to wish to do the best work of which she is capable, and each will receive sympathetic attention.

Section I. Ancient History. From the earliest times to A.D. 312.

Prehistoric man. Egypt, Judea, Chaldea, etc.

General histories, including ancient writers. Ancient poems. Classic literature (in the Greek and Latin originals if desired, with aid in the study of those languages). Mythology and Fiction.

Section II. Mediæval History, A.D. 312–1500.

Fall of Roman Empire. Spread of Christianity. Mohammedanism. Feudalism. New nations, and growth of Papacy. Crusades. Revival of learning. Beginning of constitutional government in England. Dawn of reformation. Discoveries.

General histories. Popular romances. Chronicles. Myths and Folk-lore. History of Art. Biographies and fiction.

Section III. Modern European History, A.D. 1500 to Present Time.

States of modern Europe. Reformation. Explorations. Effect of discovery of America. Causes and results of wars in Germany and France. Progress of representative govern-

ment in England. Literature and social conditions at successive periods. Causes and results of French Revolution. Progress of science and material prosperity.

General and special histories. Biographies. Contemporary literature and historic fiction.

Section IV. American History.

Physical geography and prehistoric races. Discoveries and colonization. Indian and French wars. Continental Congress. War of Revolution. Declaration of Independence. Constitution. War of 1812. Nullification. Slavery. Civil War. Emancipation. Reconstruction. Origin of contemporary political questions.

General and special histories. Biographies. Contemporary literature.

Section V. Political Economy.

Its history and progress.

Its application to present conditions.

SECOND COURSE.

SCIENCE.

The branches given in this department are those which have been found available for teaching by correspondence. The branches which require a close study of objects themselves, such as zoölogy, mineralogy, etc., have been very carefully considered, and sets of specimens illustrating them have been prepared and will be furnished at small cost, or sometimes free, since in many cases work from specimens is indispensable.

From the nature of the subjects the work done is individual, and the requirements vary with the needs of the pupil. Where specimens are studied the reports consist of a record of observations upon them, and sometimes of drawings. Where reading is given the reports are usually in the form of abstracts, or of outlines for teaching children, since the surest test of the clear understanding of anything is the power to put it into such simple form as to be comprehended by a child.

Each subject may be taken up by itself, although there is a natural sequence in the first two sections, which it is advantageous to follow.

Section I.

Botany.

1. Elementary, and for mothers studying with their children.
2. Structural.
3. Systematic, with analysis of plants from specimens.
4. Physiological.
5. Reading on botanical subjects.

Zoology.

1. Elementary, and for mothers studying with their children.
2. General, with work from specimens.
3. Special topics with original investigation.
4. Reading on zoölogical and biological subjects.

Section II.

Physical Geography.

1. General, and as an introduction to dynamical geology.

Mineralogy.

1. Elementary, and for mothers studying with their children.
2. Descriptive, with specimens.
3. Determinative, with the use of the blow-pipe.

Geology.

1. Elementary, and for mothers studying with their children.
2. General, with study of specimens of rocks and fossils.
3. Special topics with reading.

Archæology, or Prehistoric times.

General reading.

Section III.

Mathematics.

1. Elementary, arithmetic including business arithmetic.
2. Advanced, with problems, Algebra, Geometry, Trigonometry.

Astronomy.

1. Popular.
2. Mathematical, with problems.

Section IV.

Sanitary Science.

1. The house, its situation, drainage, heating, lighting, ventilation, furnishing, and care.
2. The household, their food and clothing.
3. General hygienic conditions.

The work in this last section is laid out in the form of questions to be applied to the students own surroundings, which, if every arrangement is ideally perfect, can be answered by "Yes." The reports will consist of such answers, and, if anything does not conform, of a statement to that effect. Where it is possible, advice will be given as to remedies or temporary expedients.

THIRD COURSE.

FINE ARTS.

This course is divided into six sections; and in three of these the subjects are taken chronologically, and also by topics. These are the first three, which are devoted to the history and criticism of sculpture, architecture, painting, and etching. In addition to the study of the History of Art an outline of the history of the times, with biographies of distinguished men who influenced Art in their day, and specimens of contemporary literature, is included. Thus the study of the Renaissance, Section III., if fully carried out, takes in a study of the life of Dante, with an outline of his Divina Commedia, and lives of Lorenzo de' Medici, and Savonarola.

Art students are assisted in their reading by the circulation of sixty volumes or portfolios of photographs and engravings, — illustrating different periods, and the work of great masters, — which are sent free to such students as express a desire to see them. A list of these is sent to each student who enters this department.

Each section can be taken separately.

Section I. Ancient Classic and Oriental Art.

Egyptian, Assyrian, and kindred Art. Greek and Roman, with general view of Greek and Roman History and Literature. Eastern (Indian) Art.

If desired Pre-historic, Mexican, Moorish, and Chinese Art.

Section II. Early Christian Art.

Relation between Roman and Early Christian Art. Byzantine Empire and its influence. Gothic Architecture, Architectural Sculpture, and Pre-renaissance.

Section III. Renaissance and Modern Art.

General view, with contemporary history and literature.

Various schools of painting, Italian, Flemish, Spanish etc.

Renaissance Architecture and Sculpture.

If desired, English and French painters of 17th and 18th centuries.

Modern Architecture and Sculpture, European schools of present century and American Art.

Section IV. Imaginary Journeys.

England, France, Holland, and Belgium, Germany, Italy, and Spain.

Section V. Study from photographs of Architecture, Sculpture, and Painting.

Students in this section have a subject in photograph sent each month for study, which they are to describe and explain, assisted by lists of questions and books accompanying them. Photographs historically progressive.

N. B. Sections IV. and V. are recommended for invalids, or for students unable to give time to serious study.

Section VI. Music.

General History of the art of music, sacred and secular.

Lives of Eminent Composers and Musicians.

History and construction of the principal instruments, organ, violin, etc.

The Theory of music as far as it is possible by correspondence.

Technical knowledge of music is not essential for students in this course, except in the last subject.

FOURTH COURSE.

GERMAN LITERATURE.

The literature of Germany is the subject of this department, not the language, and the wishes of the students are consulted as far as possible in the choice of the special course they will pursue. For instance, they can have a plan for reading the history of the national literature of Germany in easy text-books, with specimens from some of the more attractive writers; or they can take a thorough course on the same history with illustrative reading, which shall occupy three years. This thorough course is, however, given only to those students who have proved, by three months' correspondence, that they are capable of persevering and of grasping the subject.

If any one wishes to take up a scheme of reading on a branch of science or art, — Natural History, Painting, Lives of Sculptors, Painters, Musicians, Composers, etc., in German, the best authors will be recommended, and the monthly correspondence serves, as in the other departments, to test and stimulate the work.

When a single German author, Goethe or Schiller, is taken as the subject of study, the student is required to learn something of the life and times of the poet, and much interesting historical illustration, in portraits and fac-similes, is used to make the subject more impressive.

Correspondence can be carried on and abstracts written in German, with careful criticism and correction of the composition.

FIFTH COURSE.

FRENCH LITERATURE IN FRENCH.
FRENCH HISTORY IN FRENCH.

The study of the French language is not embraced in this department, otherwise than by reading it, and for advanced students by writing letters, for which a limited number of French correspondents is provided.

The object is to afford a knowledge of the best works of the principal French authors of all epochs, either by special courses or in connection with a general text-book.

Each of the chief subjects is divided chronologically.

French Literature. — Early or mediæval. Renaissance. Louis XIV. Modern.

French History. — Early and mediæval. Transition and reformation. Old Régime. Revolution. Recent.

Students can select the period they prefer, and in each they will find biography and fiction introduced as illustration.

SIXTH COURSE.

ENGLISH LITERATURE.

This department is divided into six sections, of which the first and sixth are intended for advanced students who wish to make a thorough study of the subject.

Section I. — Language and literature before A.D. 1550.

Section II. — From 1550–1688; More to Cowley.

Section III. — From 1688–1800; Locke to Cowper.

Section IV. — 19th century. — English. Robert Burns to living writers.

Section V. — American authors.

Section VI. — Special study of Shakespeare and dramatic literature.

In Section 1, special text-books will be assigned, to be followed by specimens of the writings of the period.

All students, taking the next four sections, who are unfamiliar with the general history of English literature, will be expected to study that history, in a work recommended by us, before taking up the special period they have selected. After this study the following method is pursued.

A life of the author, or a sketch of his times, will be given, fol-

lowed by a selection from his works. In many cases the student is next requested to write out a short criticism of what she has just read. The study is then concluded by one or more carefully selected critical essays on the author by standard writers. Thus original thought is to be encouraged without disregarding authorities on the subject. Examinations are frequent.

Section VI. is for those who wish to go beyond the general reading of Shakespeare's plays included in Section II.

A careful study of a single play, preceded by reading on the life and times of Shakespeare, and followed by reading of the best commentaries, may occupy three or four months; and the processes of analysis have been matured under the advice of some of the best Shakespeare scholars in this country.

Persons wishing to study Rhetoric or Logic, in this department, will be provided for.

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Also, Associate Correspondents in various parts of the country, and a special agency in California.

June, 1886.

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